Textbook Alignment to the Utah Core – Kindergarten Mathematics

This alignment has been completed using an "Independent Alignment Vendor" from the USOE approved list
(www.schools.utah.gov/curr/imc/indvendor.html.) Yes <u>X</u>   No _____

Name of Company and Individual Conducting Alignment:
<u>**Coleman Educational Research**</u>

A "Credential Sheet" has been completed on the above company/evaluator and is (Please check one of the following):

X On record with the USOE.

☐ **The "Credential Sheet" is attached to this alignment.**

Instructional Materials Evaluation Criteria (name/grade of the core document used to align): Kindergarten Mathematics Core Curriculum

Title: Scott Foresman – Addison Wesley enVisionMath, Kindergarten   ISBN#: 0-328-28176-X

Publisher: Pearson

Overall percentage of coverage in the *Student Edition (SE) and Teacher Edition (TE)* **of the Utah State Core Curriculum: 100%**

Overall percentage of coverage in *ancillary material***s of the Utah Core Curriculum: _____%**

STANDARD I: Students will understand simple number concepts and relationships.

Percentage of coverage in the *student and teacher edition* for Standard I: 100%	Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I: _____%

OBJECTIVES & INDICATORS	Coverage in *Student Edition(SE) and Teacher Edition (TE)* (pg #'s, etc.)	Coverage in *Ancillary Material* (titles, pg #'s, etc.)	*Not covered in TE, SE or ancillaries* ✓
Objective 1.1: Identify and use whole numbers up to 30.			
a. Represent whole numbers using concrete, pictorial, and symbolic representations.	**SE/TE:** 53–54, 57–58, 59–60, 61–62, 69–70, 77–78, 79–80, 83–84, 85–86, 89–90, 91–92, 93–94, 103–104, 105–106, 107–108, 109–110, 213–214, 215–216, 217–218, 219–220, 223–224		
b. Order a set of up to ten objects and use ordinal numbers from first to tenth to identify the position of the object in the chosen order.	**SE/TE:** 143–144, 145–146, 147–148		
c. Use one-to-one correspondence when counting a set of objects and develop a strategy for keeping track of counted and uncounted objects.	**SE/TE:** 51–52, 55–56, 65–66, 67–68, 75–76, 81–82, 87–88, 95–96, 101–102, 289–290		
Objective 1.2: Identify and use simple relationships among whole numbers up to 30.			
a. Estimate quantities in a set of objects using multiples of 10 as benchmark numbers.	**SE/TE:** This objective can be developed in this lesson: 225–226		
b. Compose and decompose quantities to establish a relationship between the parts and the whole.	**SE/TE:** 61–62, 69–70, 77–78, 83–84, 89–90		

	OBJECTIVES & INDICATORS	Coverage in Student Edition(SE) and Teacher Edition (TE) (pg #'s, etc.)	Coverage in Ancillary Material (titles, pg #'s, etc.)	Not covered in TE, SE or ancillaries ✓
c.	Recognize 5 or 10 as a part of the part-whole relationship of numbers.	**SE/TE:** 103–104, 104C, 105–106		
d.	Compare sets of objects and determine whether they have the same, fewer, or more objects.	**SE/TE:** 63–64, 101–102, 289–290		
**Objective 1.3: Model, describe, and illustrate meanings of addition and subtraction for whole numbers less than ten.**			
a.	Demonstrate the joining and separating of sets of objects to solve problems.	**SE/TE:** 177–178, 179–180, 180–181, 188–189, 195–196, 197–198, 207–208		
b.	Describe the joining or separating of sets with informal language when using models.	**SE/TE:** 177–178, 179–180, 180–181, 188–189, 195–196, 197–198, 207–208		
c.	Record pictorially the results from joining or separating of sets.	**SE/TE:** 188–189, 190C, 207–208, 208C		

STANDARD II: Students will sort and classify objects as well as recognize and create simple patterns.

Percentage of coverage in the *student and teacher edition* for Standard I: 100%	Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard II: _____ %

	OBJECTIVES & INDICATORS	Coverage in *Student Edition(SE) and Teacher Edition (TE)* (pg #'s, etc.)	Coverage in *Ancillary Material* (titles, pg #'s, etc.)	*Not covered in TE, SE or ancillaries* ✓
	Objective 2.1: Identify, sort, and classify objects according to common attributes.			
a.	Sort objects into groups by attribute and identify which attribute was used.	**SE/TE:** 3–4, 5–6, 9–10, 11–12, 115, 117, 125, 127, 293–294, 295–296, 297–298, 301–302		

	OBJECTIVES & INDICATORS	Coverage in *Student Edition(SE) and Teacher Edition (TE)* (pg #'s, etc.)	Coverage in *Ancillary Material* (titles, pg #'s, etc.)	*Not covered in TE, SE or ancillaries* ✓
b.	Describe multiple ways to sort and classify a group of objects.	**SE/TE:** 7–8, 8C, 11–12, 12C		
**Objective 2.2: Identify, duplicate, describe, and extend simple repeating and growing patterns.**			
a.	Identify and describe simple repeating patterns with numbers and shapes.	**SE/TE:** 37–38, 39–40, 41–42		
b.	Duplicate and extend simple repeating patterns with numbers and shapes.	**SE/TE:** 37–38, 39–40, 41–42		
c.	Describe simple growing patterns with shapes.	**SE/TE:** 43–44, 44C		
d.	Identify simple patterns in the environment.	**SE/TE:** 33–34, 34C		

STANDARD III: Students will understand basic geometry and measurement concepts as well as collect and organize data.

Percentage of coverage in the *student and teacher edition* for Standard I: 100%	Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard III: _____%

	OBJECTIVES & INDICATORS	Coverage in *Student Edition(SE) and Teacher Edition (TE)* (pg #'s, etc.)	Coverage in *Ancillary Material* (titles, pg #'s, etc.)	*Not covered in TE, SE or ancillaries* ✓
**Objective 3.1: Identify and create simple geometric shapes and describe simple spatial relationships.**			
a.	Identify, name, describe, and draw circles, triangles, rectangles, and squares in various sizes and orientations.	**SE/TE:** 37–38, 39–40, 115–116, 117–118		
b.	Combine shapes to create two-dimensional objects (e.g., using a triangle and square to create a picture of a house).	**SE/TE:** 119–120, 120C		

c.	Use words to describe position and distance.	**SE/TE:** 17–18, 19–20, 21–22, 23–24, 25–26, 27–28		
d.	Investigate two- and three-dimensional shapes including hexagons, trapezoids, spheres, cubes, and cones.	**SE/TE:** 115–116, 117–118, 119–120, 121–122, 123–124, 125–126, 127–128, 129–130, 131–132		
Objective 3.2: Identify and use measurable attributes of objects and units of measurement.				
a.	Identify clocks and calendars as tools that measure time.	**SE/TE:** 259–260, 261–262, 277–278, 279–280		
b.	Identify a day, week, and month on a calendar and name the days of the week in order.	**SE/TE:** 273–274, 275–276, 277–278, 279–280		
c.	Identify pennies, nickels, dimes, and quarters as units of money.	**SE/TE:** 237–238, 239–240, 241–242, 243–244		
d.	Compare two objects by measurable attributes (i.e., length, weight) and order several objects by measurable attributes (i.e., length, weight).	**SE/TE:** 153–154, 155–156, 157–158, 163–164, 167–168		
Objective 3.3: Collect and organize simple data.				
a.	Pose questions and gather data about self and surroundings.	**SE/TE:** 95, 289–290, 291–292		
b.	Organize data obtained from sorting and classifying objects.	**SE/TE:** 96, 293–294, 295–296, 297–298, 301–302		